THOMPSON RIVERS UNIVERSITY

School of Nursing

School of Nursing
Policies and Guidelines
2025 - 2026

Welcome Message

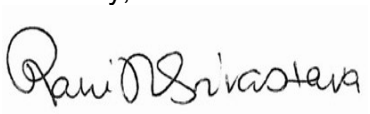
Dear Students:
As the Dean of Nursing at Thompson Rivers University (TRU) it gives me great pleasure to welcome you to the School of Nursing (SON). TRU School of Nursing has a reputation of delivering quality nursing education programs that include the Health Care Assistant, Practical Nursing, Bachelor of Science in Nursing, Master of Nursing, and a Master of Nursing-Nurse Practitioner Program. Our university provides excellent learning opportunities delivered at our Kamloops and Williams Lake campus locations and through flexible learning options that include virtual delivery and education delivered in partnership with communities. This year we celebrated the 50th anniversary of the SON first graduates and it was gratifying to see the impact of our graduates and the profound relationship and friendships that had developed over the years!

We are excited to welcome you to the TRU School of Nursing program. As your health care journey into a career in Nursing begins, know that you have so much to look forward to. Our faculty and staff will provide you with excellent learning experiences and supports. You will have many diverse learning opportunities in the classroom, simulation labs, and different practice settings. TRU's vision describes the university as community minded with a global conscious, a place of belonging, and a place where all people are empowered to transform themselves their communities, and the world. I am confident that you will find this to be a place where you will discover new friends, develop a community, and explore new opportunities for personal and professional growth. We are grateful to be on the ancestral, traditional, and unceded territory of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúl̓ecw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tŝilhqot'in, Dakelh, and Syilx peoples. We are committed to strengthen and honour relationships with Indigenous communities and learn from the wisdom of traditional ways of knowing and being.

This is a proud time to be a nurse. You are starting your professional journey at a time when the demand for health care workers is significant. Professionalism, resilience, and self-care are essential aspects of Nursing and are needed now more than ever. SON and TRU offer many supports for students, please take some time to familiarize yourself and most importantly never hesitate to ask for help. Your faculty, chair, and the dean's office are all available for support.

Our nursing program is campus based with in person classes, labs, and clinical experiences. Our simulation facilities are state of the art and the faculty are committed to excellence in student learning. Being on campus provides for opportunities to become involved with student associations, clubs, and organizations on campus, and in the Kamloops community, where you can enjoy a variety of social, physical, and intellectual activities. Take the time to explore different opportunities and discover your own talents and interests in the process! Your contributions to the School of Nursing, your university, and the community are both enriching and valuable.

Once again welcome to nursing at TRU. I look forward to seeing you in our nursing building and on campus.
Sincerely,



Rani H. Srivastava RN, PhD, FCAN, FTNSS
Dean, School of Nursing

Table of Contents

Vision, Mission, and Values 6

VISION 6

MISSION 6

OUR VALUES 6

TRU Policies 7

Selection of Education and Student Related Policies 7

Important TRU Academic Policies: 8

TRU School of Nursing Policies and Guidelines 10

Ethical and Professional Behaviour 11

Professional Conduct (Classroom and Practice Setting) 12

Responsible Use of Technology and Social-Media Policy 13

Artificial Intelligence (AI) 13

Simulation Based Learning 14

NPH Room Bookings 15

MEETING/EVENT ROOMS (Managed by the Dean's office): 15

STUDENT USE (Managed by the Program Advisors): 15

FACUTLY BOOKED ROOMS FOR LABS/SIMS/SEMINARS (Managed by the Simulation department): 15

Electronic Mail 16

Student Records 16

Evaluation Requirements 16

Conduct During Examinations 16

Midterm Examination Accommodations 17

Final Examination Accommodations 17

Criteria for Written Papers/Assignments 18

Format and Style 18

Submission of Papers 18

School of Nursing Guidelines: Clarifying and Resolving Concerns 18

Student Concerns Involving Faculty and Courses 18

Feedback Processes 19

Student Opportunities to Provide Feedback 19

Nursing Practice Guidelines *20*
Gift Giving / Receiving Guidelines 20
Confidentiality of Client Information 20
Confidentiality of Student Information 21
Requesting Information from Community Agencies 22
Dress Code and Professional Appearance 23
Student Identification during Nursing Practice Experiences 24
Consent for Student Involvement in Care 24
Clinical Practice Attendance *25*
Attendance at a Conference/Educational Event as Practice Time 26
Transportation and Liability 26
Liability 27
Practice Guidelines, limits, and conditions *27*
Provincial Practice Education Guidelines and *27*
Interior Health Authority Policies *27*
Practice Requirements 28
Workplace Hazardous Material Information System (WHMIS) 29
Criminal Record Check 29
Basic Life Support Certification 29
Respiratory Mask Fit Testing 29
Nursing Student Practice Modules 29
Provincial Violence Prevention Curriculum (PVPC) 30
Immunizations 31
Blood-borne Communicable Diseases 31
Safety to Practice *32*
Restricted and Non-Restricted activities, Limits and Conditions 32
Documentation 34
Naloxone Administration 34
Library/Resources of Practice Agencies 35
Health and Safety Policies *35*
Fire Emergency 35
TRU Respectful Workplace and Harassment Policy – ADM 06-0 35
WorkSafe BC 35

Injury or Incident during Practice or in the Simulation Based Learning Center 35
Forms to Fill Out if Injured in Practice: 36
Forms to Fill Out if Injured Outside of Practicum Experiences: 37
Recommendations: 37
Blood Body Fluid Exposures (BBFE) 37
Reporting/Recording Unusual Occurrences Involving Client Safety 38
SON Student Activities and Organization 41
Nursing Undergraduate Society (NUS) 41
Canadian Nursing Student Association 41
Graduate Students Campus Commons 41
School of Nursing Committees 41
Curriculum Committee 42
Indigenous Health Nursing Committee 42
Program Evaluation Committee 42
Nursing Faculty Council Committee 42
Masters of Nursing Graduate Committee 43
Program Advisory Committee 43
School of Nursing Research 43
Student Assistants-Research & Teaching 43
Undergraduate Research Opportunities and Scholarships 43
Graduate Research Opportunities, Scholarships and Resources 44
School of Nursing Student Research Ethics 44
Research Ethics Requirements 44
TCPS-2 Tutorial Certification 45
Reporting and Documenting Evidence of TCPS-2 Compliance 45
Course Research Projects 46
Cultural Safety and Humility, Research Ethics and Ethical Practices 46
Course Ethics Approval Process for Student Research Activity 46
TRU SON Expectations and Guidelines Relating to APA Style for Student Scholarly Papers 48
TRU Writing Centre 48
Appendix A: School of Nursing Student Research Ethics 49
Appendix B: Learning Contracts - Guidelines for Implementation 51
Appendix C: TRU School of Nursing Unusual Occurrence Report 53

Vision, Mission, and Values

VISION

Advancing Nursing as leaders in health.

MISSION

Committed to innovation, collaboration, and responsiveness, TRU SON provides excellence in nursing education, research, and scholarship.

OUR VALUES

- Culture of belonging and inclusion
- Authentic relationships
- Reciprocity
- Learner centered
- Lifelong learning

TRU Policies (TRU Policy Manual)

Selection of Education and Student Related Policies	Policy #
Academic Accommodations for Students with Disabilities	BRD 10-0
Academic Achievement Awards	ED 09-1
Academic Recognition	ED 03-4
Academic Renewal	ED 3-10
Cancellation of Classes	BRD 14-0
Class Scheduling	BRD 14-1
Confidentiality of Student Information	ADM 2-2
Convocation	ED 17-0
Copyright	ADM 3-0
Course Extensions (for Open Learning courses only)	ED 3-12
Course Outlines	ED 8-3
Course and Program Repeaters	ED 3-3
Entrance Scholarships	ED 9-0
Examinations	ED 03-9
Faculty Office Hours	ADM 14-1
Freedom on Information and Protection of Privacy	ADM 2-0
Grading Systems	ED 03-5
Information Disclosure	ADM 2-1
Information Security	BRD 16-1
Integrity in Research and Scholarship	ED 15-2
International Education	ED 12-0
Orientation	ADM 4-6
Prior Learning Assessment and Recognition	ED 2-0
Records Retention / Destruction	ADM 2-3
Responsible Use of Information Technology Facilities and Services	BRD 16-0
Satisfactory Academic Progress	ED 3-2
Special Courses	ED 2-1
Student Academic Appeals	ED 4-0
Student Academic Integrity	ED 05-0
Student Admission	ED 1-0
Student Attendance	ED 3-1
Student Off-Campus Safety and Travel Policy	ADM22-1
Submission of Final Grades	ED 3-11
Suggested Procedures for Dealing with At-Risk Students	ADM 17-0
Suspension of Students	ED 7-0
Visiting Student Status	ED 1-3
Waitlist	ED 3-7
Withdrawals	ED 03-0

Important TRU Academic Policies:

Student Academic Integrity Policy ED 5-0

Thompson Rivers University (TRU) students have an obligation to fulfill the responsibilities of their roles as members of an academic community. They are expected to be honest and forthright in their endeavours. Academic integrity is both highly valued and expected.

Apart from the student's responsibility in not participating in the act of academic dishonesty, it is the responsibility of the TRU staff to take all reasonable steps to educate students regarding academic integrity and to prevent and detect acts of academic dishonesty. It is the faculty's responsibility to confront a student when such an act is suspected and to take appropriate action if academic dishonesty, in the opinion of the faculty member, has occurred.

Please refer to the TRU Student Academic Integrity Policy ED 5-0 for detailed information regarding:

- Regulations and Procedures
- Procedure flowchart
- Forms of Academic Dishonesty
    - Cheating
    - Academic Misconduct
    - Fabrication
    - Plagiarism
    - Final Exams - Role of the instructor

Grading Systems Policy ED 3-5

Two different grading systems are used in the Nursing program. The letter Grade System is used for Nursing Theory Courses. The Competency-Based System, which is not counted in GPA, is used for Nursing Practice Courses. Students should refer to the current TRU Calendar for a detailed description of each system. Nursing practice courses are graded as Pass/Fail (COM or NCG). Students are expected to complete a practice self-appraisal during each practice course. Failure to complete the self-appraisal may result in an NCG (No Credit Granted) grade. The completed self-appraisal will become part of the student's ongoing practice performance record.

Letter grades do not become official until they appear on the student's transcript. Instructors may notify students of unofficial course grades. Still, Divisions and Departments reserve the right to correct or adjust unofficial grades in order to maintain equity among sections and ensure conformity with Divisional, Departmental and TRU-wide norms. (TRU Policy ED 3-5)

For more information on the grading system refer to the current
TRU Academic Grading Systems and Procedures

Student Academic Appeals Policy ED 4-0

Thompson Rivers University (TRU) recognizes that although most students experience no concerns regarding their education, some occasionally experience problems with interpretations of TRU policy or procedures by TRU staff. While most differences can be resolved by an open and frank discussion with the concerned parties, a process is required whereby students may bring forward matters that have not been resolved to their satisfaction for formal review.

An appeal is an internal hearing to review and resolve matters of concern raised by students.

Students have the right to appeal decisions on grades or application of policies, procedures and regulations, and perceived unethical conduct by TRU staff or other students. Students are referred to the TRU Student Academic Appeals Policy ED 4-0 , the current
TRU Academic Calendar 2025-2026
and the Student Affairs Department for information on the TRU Appeal Procedures.

Student Attendance Policy ED 3-1

School of Nursing follows the TRU Student Attendance-ED 3-1. This policy should be referred to for more information regarding:

- Attendance at the start of the semester
- General attendance during a course or program

TRU School of Nursing Policies and Guidelines

Professionalism - SON students must meet all applicable ethical standards, professional standards, and SON policies. Making disrespectful or disparaging comments, or comments which may be interpreted as disrespectful or disparaging, about clinical sites, co-workers, faculty members, and/or students on social media sites, violate the above standards and policies. This includes any comments that are interpreted as bullying, threatening, harassing, obscene, sexually explicit, which target individuals based on human rights protected grounds, or otherwise deemed offensive.

Association with TRU SON - If you are identifying yourself as a student, consider how you wish to present yourself. Do not claim nor imply you are speaking on TRU SON's or your classmates' behalf unless you are authorized to do and have this in writing, and in advance. When you post or otherwise participate on a TRU SON Class social media site, you are identifying yourself as a TRU SON student.

Confidentiality- Posting any confidential content about clients, including client health information or images on social media, is ***strictly forbidden*** even if client identifiers are removed. This prohibition also applies to posting information that may appear to have been based on confidential content. The use of images that refer to clients or images of agencies requires ***prior written permission*** and written consent from the client and/or agency.

Referencing, Copyright, and Branding- When posting, be aware of the requirements of copyrights and referencing. Use of the TRU and SON logos and graphics for SON sanctioned events must be approved by administration. See the following site: http://www.tru.ca/marcom.html

In Practice - It is expected that during practice rotations use of devices will be only used as authorized by the SON faculty member while following facility guidelines. ***It is prohibited to print or take photographs of charts or any other patient information, even if there are no patient identifiers in the image***. At no time shall patients/clients be videotaped or photographed without prior written permission of the patient/client, and the facility.

In Class- Use of technology during class is restricted to notetaking and classroom activities. Do not videotape/audiotape or photograph faculty members or fellow students for any use without prior written permission. This includes taking pictures of material created in class by others. Students must obtain prior consent from the creator of a PowerPoint presentation prior to taking a photograph of in-class materials.

Consequences - Violation of the policies and guidelines may result in the recommendation of suspension or dismissal from the program to the University President. Violation of the policies and guidelines during a practicum will result in removal of the student from the practice area. If an incident occurs, you must bring it to the attention of the SON immediately. It is your responsibility to know and follow this and all policies of the SON and practice agency policies as well as your duty to report any violation to the SON should you or another student violate this, or any other policy.

Ethical and Professional Behaviour

Thompson Rivers University School of Nursing is committed to protecting the public through our role in preparing and graduating students that meet the expected standard of behaviour of safe, ethical, and competent nursing professionals. Students in the School of Nursing (SON) programs are subject to the ethical, legal, and professional conduct provisions as set out by:

- The Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses and Licensed Practical Nurses
- The British Columbia College of Nurses and Midwives (BCCNM) Professional Standards for Registered Nurses and Nurse Practitioners.
- The BCCNM Practice Standards.
- The BCCNM Scope of Practice for Registered Nurse: Standards, Limits, and the Conditions.
- The Canadian Nursing Student Association Professional Conduct (2020), and
- All relevant Thompson Rivers University policies.

Thompson Rivers University School of Nursing has a duty to ensure students adhere to and meet the ethical and behavioral standards of the Profession as per the CNA Code of Ethics in both the classroom and in clinical practice settings. “Violations of TRU policy will be reviewed and may result in sanctions up to and including suspension by the President” (TRU Policy ED 7-0).

Behaviours that may result in the student’s immediate removal from the clinical practice setting and/or classroom and which also may result in failure of the course, or withdrawal from SON program include:

1) Any breach of the CNA Code of Ethics, the BCCNM Professional Standards, the BCCNM Practice Standards, and/or,
2) Any engagement in behaviour that impairs the performance of professional responsibilities, and/or,
3) Acquiring a criminal conviction after being accepted to the program (or a criminal conviction which was acquired prior to admission but became known after being admitted to the program) which prevents or jeopardizes a student’s ability to obtain official registration to practice as a Registered Nurse or Licensed Practical Nurse or as a Nurse Practitioner
4) Inappropriate use of official and personal social media technologies

Refer to:

- Canadian Nurses Association. (2017) Code of Ethics
- BCCNM Nursing Standards (2020).

A faculty member and/or clinical staff and/or field guides who are of the opinion that students are under the influence of alcohol or drugs will advise the faculty member working with the student. The students will be requested to leave the nursing practice setting immediately and will be referred to the Program Chairperson. Agency property must not be removed from the premises without the permission of the person in charge of the area and must be used in accordance with agency policies and procedures. Students are expected to follow agency policies and procedures regarding tobacco and vaping on practice sites.

Professional Conduct (Classroom and Practice Setting)

Students are expected to recognize their own limitations and to take responsibility for ensuring their continued competency and learning as it relates to nursing practice competency, ethics and safety of nursing practice. Students are expected to always demonstrate professional conduct in any instructional settings. Instructional settings include classroom, laboratory, community settings and clinical areas. This includes, but is not limited to, practising in accordance with relevant legislation to BCCNM Practice Standards (2024) and Canadian Nurses Association Code of Ethics for Registered Nurses (2017) and Licensed Practical Nurses

The SON provides some general guidelines. As a faculty, we feel very strongly that disruptive behaviour, defined as student behaviour that interferes with instruction and learning, will not be tolerated. Examples of disruptive behaviours include, though are not limited to, the following:

1. Failure to respect the rights of other students, faculty, and guest speakers to express their viewpoints by behaviours, such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and any behaviours that demean or threaten the safety and well-being of others.
2. Excessive talking to other students or lack of attention while the faculty member or other students are presenting information or expressing their viewpoints, and
3. The misuse of electronic devices (i.e., not for classroom purposes).

It is the student's responsibility to meet all professional and educational expectations. Students who behave in a manner that disrupts educational activities and/or fails to abide by Professional Conduct noted above may be:

- Directed to leave the classroom or instructional setting immediately.
- Directed to meet with the SON Chairperson; and/or,
- Referred to TRU Office of Student Affairs and the and contribute to a behavioral/learning contract outlining their responsibility for behavioral change. The aforementioned will align with the Canadian Nurses Association Code of Ethics for Registered Nurses (2017), the British Columbia College of Nursing Professionals (BCCNM) Professional Standards for Registered Nurses and Nurse Practitioners, BCCNM Practice Standards, Licensed Practical Nurses, and the BCCNM Scope of Practice for Registered Nurse, Standards, Limits.
- Referred to the Professional Suitability Policy for the process for a review.

Responsible Use of Technology and Social-Media Policy

This document serves as the official policy for the responsible use of technology and social media for all programs within the School of Nursing at TRU. Refer to the following TRU Policies:

- Respectful Workplace and Harassment Prevention Policy (BRD-17)
- Responsible Use of Information Technology (BRD 16-0)
- Sexualized Violence Policy (BRD 25-0)

The following policy guidelines apply to all students creating or contributing to any kind of social media affiliated with the SON, or their role as a TRU nursing student.

The TRU SON policy encompasses all forms of current and emerging social media platforms, as well as other technology-based conversations. All SON students are preparing for a profession/health care role, which provides services to a public that expects and requires high standards of behavior. Social media often spans traditional boundaries between professional and personal relationships, and thus it takes additional vigilance to make sure one is protecting personal, professional, and university reputations. Social media behaviors of students in the SON must be always consistent with the following:

- BCCNM Social Media Considerations
- International Nurse Regulator Collaborative Social Media Use
- CNA Code of Ethics
- TRU Policy

Although many of these documents are all RN related, they apply to all students in the SON. All SON students must represent TRU, the SON, and the nursing/health care professions in a professional and respectful manner online. Be aware that there are no private sites, comments can be forwarded, copied, and printed, and systems can save information even if you delete a post.

Artificial Intelligence (AI)

Statements of Expectations for the use of AI are to be clearly established between instructors and students. These statements will vary depending on the needs of the course and learning outcomes. Statements of Expectation will outline attribution and documentation requirements for course work and assignments and be explicit about the ways students can or cannot use GPT-4 or other Generative AI systems in the context of the course. It is also the expectation that faculty will disclose if they have utilized AI in the creation and delivery of the course.

Simulation Based Learning

https://www.tru.ca/nursing/simulation-centre.html Healthcare simulation refers to the use of various techniques, technologies, and methodologies to replicate real-world healthcare scenarios for educational and training purposes. It involves creating simulated environments, often using advanced equipment and actors trained to portray patients or healthcare providers, to mimic clinical situations that healthcare professionals may encounter.

The TRU School of Nursing Simulation Based Learning Center (SBLC) is dedicated to delivering high-quality simulation-based education experiences. We believe simulation plays a crucial role in helping learners safely develop the essential skills needed in their profession. Our commitment is to be at the forefront of simulation-based healthcare education. Our faculty employs various techniques to cultivate essential skills including critical thinking, psychomotor coordination, communication, and resource management. These skills are pivotal for a student's future role in clinical settings.

Our simulation scenarios are meticulously crafted by the faculty to provide a safe environment where students can learn and collaborate with peers and other professions.

We take pride in offering a state-of-the-art simulation center supported by a team of dedicated staff and faculty committed to student success.

All faculty, staff, and students who facilitate or support simulation-based activities at the TRU SON simulation center will adhere to the Society for Simulation in Healthcare's Healthcare Simulationist Code of Ethics. Furthermore, all faculty involved in facilitating simulations (scenario based and virtual) are dedicated to achieving excellence and striving for the best possible experience for our students. This includes a commitment to annual self-assessment, peer feedback and professional development.

As part of our International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Simulation Standards Endorsement™ at the SBLC all School of Nursing current and future simulations occurring in the simulation center will adhere to the 4 core Healthcare Simulation Standards - (Prebriefing: Preparation & Briefing, Facilitation, Debriefing, Professional Integrity). This will be accomplished through review of the simulation(s), regular check ins, and annual review with facilitators and the simulation team (simulation educator and / or simulation support). The SBLC team is dedicated to supporting faculty in their journey to becoming proficient simulationists, providing assistance at all levels of simulation and for simulationists at any stage.

To ensure effective use of simulation resources, adherence to these guidelines is crucial for simulations and simulationists seeking resource allocation from the TRU Simulation Based Learning Center.

NPH Room Bookings

MEETING/EVENT ROOMS (Managed by the Dean's office):

Rooms NPH160, NPH314 and NPH378 may be booked by faculty and staff through the Dean's office. NPH 160 (Community Room) Is prioritized for flu clinics and other community partnership purposes, Rooms NPH314 and NPH378 are designated as meeting/event rooms. They should not be used as classrooms.

PLEASE NOTE: Room NPH266 is the Dean's meeting room and thus often needed on short notice. It is not available for prebooking but can be used if not in use – please check with the Dean's office.

STUDENT USE (Managed by the Program Advisors):

The SON understands the importance of providing study space for students and would like to have rooms available for student use when they are not otherwise in use. We have created some guidelines we hope will maximize room usage for students:

Rooms NPH110, NPH112, NPH148 and NPH150 on the 1st floor and rooms NPH372 and NPH376 on the 3rd floor will be available for student bookings when they are not in use. There are no rooms on the 2nd floor available for student bookings.

- Students can book the Breakout Rooms by signing your first name to the Weekly Calendar outside of each room.
- Bookings may be made in one-hour increments and may not exceed 3 consecutive hours.
- Students are responsible for the condition of the room, each other's well-being and clean up prior to leaving
- If you leave the room, please do not prop the door open as it may be closed if it appears empty. Please ensure the door is closed upon your departure.
- There is to be no food or drink in the rooms – please use the student lounge in the atrium for eating and drinking.
- Students should NOT ask faculty or Simulation Technicians to open rooms for them.

For the Williams Lake campus please contact: wlnursing@tru.ca

PLEASE NOTE: Student bookings may be cancelled for purposes of newly scheduled labs, sims, events, exams such as OSCEs, etc. We will do our best to limit disruptions and provide notification, but we must ensure this space is available for its intended purpose when required.

FACUTLY BOOKED ROOMS FOR LABS/SIMS/SEMINARS (Managed by the Simulation department):

All other lab, simulation and breakout rooms not discussed above are available for faculty booking through the simulation department. Their use is being kept for class breakouts,

debriefing, seminars, etc. They are booked through the simulation department in conjunction with your course(s).

1) Please contact simulationteam@tru.ca for bookings.

Electronic Mail

Students will be issued a TRU email account. Electronic communication between faculty and students will occur through the TRU email account. Students are expected to check their TRU account on a regular basis. In preparation for entrance into a profession, students are strongly encouraged to ensure that all email correspondence is respectful, courteous, and timely. If students are experiencing issues with their TRU account, they need to contact the IT department immediately to resolve the issue. ***It is the expectation that students create an electronic signature for all emails that includes full name, student number, and program year.***

Student Records

It is the student's responsibility to maintain an updated address and / or phone number through myTRU. We ask that students also notify the Nursing office of changes in address and/or phone number. Phone numbers will be circulated to appropriate nursing faculty and may be given to agencies where students are completing Nursing Practice Courses.

Evaluation Requirements

Conduct During Examinations

Preamble:
The School of Nursing is committed to maintaining a high standard of academic integrity during examinations in accordance with both TRU (Student Academic Integrity Policy ED 5-0) and BCCNM. BCCNM's Professional Standards (Professional Responsibility and Accountability) state that a nurse:

Is accountable and takes responsibility for their own nursing actions and professional conduct.

The School of Nursing has developed the following guidelines to maintain academic integrity during examinations.

- The SON follows the TRU Exam Policy: Education Policy ED 03-9
- Students **MUST NOT** make arrangements to be away from TRU until the examination schedule is finalized.
- You may not disclose or discuss with anyone, including faculty, information about the items or answers seen in your examination (this includes posting or discussing questions on the Internet and/or any social media platform)
- Personal items are **not allowed** at the desk during the examination, include but are not limited to:
    - Any electronic devices
    - Calculators unless permitted by faculty
    - Bags/purses/wallets
    - Books/study materials

    - Coats/hats/scarves/gloves/hoodies
    - Food, drink, gum, or candy
    - Lip balm
    - Watches
    - Sunglasses
- No food or drink at the desk (except with a medical certificate)
- All personal items must be stored where directed by the exam invigilator
- No bathroom breaks unless you have a note from physician or nurse practitioner
- Faculty may provide you with scrap paper. You may not write on the scrap paper until the exam begins.
- Students may bring and wear earplugs
- Students will not be able to enter the room until the invigilator has completed the setup of the room
- Students will display TRU photo ID on desk and sit in assigned seat (if seats are assigned)
- Once seated, students cannot leave their seat until the examination is completed. If you have a question, raise your hand.
- Students cannot open examination booklet until told to do so
- Students cannot leave the room within the first 30 minutes
- A student who arrives late is admitted without question during the first 30 minutes of the examination session. Students who arrive late for an examination are not allowed additional time.
- At the end of the examination, students must hand in all booklets and scrap paper with their name and student ID on it to the invigilator and sign that they have done so

Midterm Examination Accommodations

Students who will miss or have missed a midterm examination due to illness or domestic affliction must contact their faculty member as soon as possible.

In extraordinary circumstances, outside of illness, domestic affliction, or official Wolfpack Travel, students are to email both the faculty member and Chairperson immediately with the understanding that midterm exams will not be rescheduled for vacations or personal situations.

Final Examination Accommodations

Students who will miss or have missed a final examination due to illness or domestic affliction will be directed to TRU Examination Policy ED 03-9 . which outlines the steps to be taken for considerations of accommodations.

***Note: Final exams will not be rescheduled for vacations or personal situations*.**

Criteria for Written Papers/Assignments

Format and Style

A scholarly format is to be followed for written papers/assignments based on accepted convention for grammar, punctuation, style, and format. The required scholarly format for the School of Nursing is:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

See **Appendix A** for TRU SON Expectations and Guidelines Relating to APA Style for Student Scholarly Papers.

Submission of Papers

Due dates for assignments are set by individual faculty members and requests for extensions must be made to the appropriate faculty member at least 48 hours prior to the due date. If the faculty member has not indicated the time an assignment is due, the default is 1630h on the due date.

For every day or portion of a day a paper is late, 5% will be deducted. A weekend is considered to be 2 days.

Students who require an extension due to domestic affliction or illness **may** be accommodated. Extensions in these extenuating circumstances are at the discretion of the faculty member and should not extend beyond the semester end date unless approved by the chairperson. Please email your faculty member as soon as possible. Students should know that the educator will inform the Chair who will keep track of potential ongoing patterns, to be able to identify students that might be at risk and in need of support beyond a particular course.

When submitting papers, use your student number, unless otherwise directed by the faculty member. Students should retain copies of all papers submitted and retain all graded papers until final transcripts have been issued.

School of Nursing Guidelines: Clarifying and Resolving Concerns

Student Concerns Involving Faculty and Courses

Students are expected to follow the process below should they have concerns with individual faculty members and/or a course. Examples of concerns may be about the content of the course, teaching methods, assignments, issues of fairness, or marking processes.

The following steps are intended to assist and support students in managing or resolving these perceived issues.

Step 1: the student should express concern directly to the faculty member by face-to-face discussions, letter, or email.

Step 2: if the student perceives that the issue is unresolved or if the student feels unable to approach the faculty, then the student should consult the Chairperson for assistance. The Chairperson:

- will examine the claim and evidence and explore the issue to determine if further action is warranted.
- may explore options with the student(s) about how to proceed and / or advise student(s) of other resources.

At any point in the process: during or following discussions with the faculty member or Chair, the student may wish to:

- Seek further consultation with the Chair
- Consult with the Dean
- Consult with Director of Student Affairs
- Consult with TRU Student Union (Members Advocate)

Feedback Processes

The School of Nursing has several processes designed to capture, evaluate and act on student, faculty, and other stakeholder feedback about the program.

These processes include, but are not limited to:

- Course evaluations by students
- Faculty evaluation of courses
- Chair check-ins
- Dean's liaison meetings
- Student groups (NUS/CNSA)
- Program Completion Questionnaires from graduates
- Graduate Follow-up Questionnaires
- Practice Site Questionnaires
- Semester surveys from the Program Evaluation Committee (faculty, preceptors and students)

Student Opportunities to Provide Feedback

Faculty in the School of Nursing value student feedback. We use it to inform our own professional development and curriculum changes. Faculty anticipate thoughtful comments that provide constructive ideas. Student feedback is valuable in guiding improvements in teaching-learning experiences. The following information is intended to provide some clarity about evaluation.

- TRU has implemented processes to evaluate every course, every time it is offered. Student course evaluations are an opportunity for the student to give the faculty

member feedback on their experience of learning in the course. Each faculty member receives feedback for each component of the course. This means for some courses you will have more than one evaluation to complete if the course is shared between instructors, or if the course has more than one component. For example, some of your practice courses have a practice, lab theory and lab practice components. Students receive a link to the course evaluation in their myTRU account. During the course evaluation period, usually in the last 2-3 weeks of the course, the faculty member will provide students with the password to access the evaluation. Once the first student opens the evaluation form, the evaluation remains open for 48 hours only. Student feedback is reviewed by the faculty member and the chairperson after all course grades have been submitted. For more information about the course evaluation process visit the Centre for Excellence in Learning Teaching CELT

- Students should know that the feedback received through the program evaluation committee (PEC) surveys is shared widely with faculty in the programs. After all course grades have been submitted, the PEC semester survey data is themed and reported to the curriculum committee and larger faculty group.

Nursing Practice Guidelines

Gift Giving / Receiving Guidelines

The BCCNM practice standard Boundaries in the Nurse-Client Relationship provides the School of Nursing with principles that may be applied to the relationships that exist between faculty member and students. The faculty member-student relationship is "based on trust, respect… and it requires the appropriate use of power" (BCCNM Practice Standard Nurse-Client Relationships, 2021). If gifts are exchanged, there is a risk for professional boundary issues and the inappropriate use of power to arise. Therefore, faculty members and students should not give or accept gifts in the student/faculty member relationship. Please consider showing your appreciation in other ways such as a thank you card, verbal thanks or even a nomination or letter of support for an award.

Confidentiality of Client Information

Confidentiality is an integral part of the professional CNA Code of Ethics for Registered Nurses, Licensed Practical Nurses and the BCCNM Standards of Practice. The principle of confidentiality flows from a belief in the worth of an individual and the right to privacy.

Students and faculty members must take all reasonable steps to protect all confidential information from inadvertent disclosure to others not authorized to this information. ***This includes not discussing clients and clinical events in any public areas (e.g., cafeterias, elevators, public transportation, social gatherings, all forms of social media, etc.) and using utmost discretion when discussing events within a clinical group for learning purposes. Details of a client's history may be shared discretely when required by the health care team or for educational purposes on a need-to-know basis only.***

- Students must use utmost care when collecting and submitting client information for purposes of learning. Students must remove as many personal identifiers as possible to protect client confidentiality.

- Students cannot take printed copies or photos of charts or client information, nor can they photocopy any part of the patient's chart. Saving assignments that contain client information to the hard drive on any public or university computer is a breach of confidentiality.

- User IDs and passwords to practice agency databases must not be shared.

- Students that make home visits and have health records or other confidential documents in their possession must return these documents immediately to the practice agency. Students must always comply with agency policies.

- All SON students must represent TRU, the SON, and the nursing profession in a professional and respectful manner. Students must use the utmost care in maintaining the confidentiality of current and past clients outside of clinical experiences.

- Students practice professional boundaries by not initiating contact with current or past clients in a public setting outside of the requirements for clinical experiences.

Confidentiality and/or privacy breaches are taken very seriously and can result in significant consequences including: the withdrawal of all student privileges; the termination of a clinical placement; other consequences as determined by the agency, the University, and the SON. Breaches of privacy and confidentiality can also result in legal action.

For more information, please refer to the BC Student Practice Education Guidelines

Confidentiality of Student Information

In a program of study such as nursing, student performance in academic and/or practice courses may be discussed among faculty members under certain conditions. These conditions include situations when:

- Student performance is a concern in relation to maintaining the standards of the nursing program and the nursing profession (e.g., a safety to practice issue)

- Faculty members need advice about how to best support student learning. Faculty often discuss strategies to both help with monitoring student performance and to promote success in the program.

- Discussions of confidential information will relate to the specific context of student performance and learning needs in the program. Nursing faculty are bound by the same CNA and BCCNM ethical and practice standards to which students must adhere.

Please note that when accepting an Employed Student Nurse (ESN) position, you may be asked by the employer to sign a release of information form. This form, when signed, allows the ESN Coordinator to communicate directly with the Nursing program to further support your learning and future development. This position is related but separate from your undergraduate education and thus practice performance information from the ESN is not shared with SON.

Requesting Information from Community Agencies

Many student papers and projects can benefit from the information and expertise available at community agencies. Most people are willing to provide students with information; however, these agencies have busy schedules and need to carry on with their business while at the same time assisting students. If you are going to approach a community agency for information or resources for a project or research the following guidelines are provided to facilitate the process for both students and agencies.

1. FIRST research the topic at the TRU and/or public library - ask the librarians for help. Be specific and know the library basics about your topic - outside agencies do not appreciate students who are vague and unprepared.

2. Prepare to phone the agency to set up an appointment, do not just drop in. Before phoning to enquire, prepare the following information:

    * Who you are and your program of study
    * What specific information you are looking for and what it will be used for
    * Flexible dates and times you are available for a meeting
    * A phone number for the contact person to get back to you

3. Phone the agency and ask who might be able to assist you in finding the desired information and request a meeting. If the person is too busy to meet with you, ask if there is someone else or somewhere else to obtain the information.

4.If time permits, an initial letter, or email, including all the above information is also an appreciated method of professional contact and may avoid the common problem of telephone tag.

5. **Never miss a scheduled meeting**. Phone and cancel or rebook if possible.

6. Develop a list of questions for the meeting and do not overextend your welcome by taking more time than originally determined.

7. Promptly return any materials that you borrowed.

8. Ways to thank others for contributing to your education:

    - Offer to provide a copy of your assignment
    - Send a thank you card or a small memento with a TRU logo

- Invite the agency contact person to your class or presentation (if applicable)

Dress Code and Professional Appearance

Students are expected to maintain an appropriate and professional image and a high standard of personal hygiene and grooming at all times when acting in the capacity of a representative of the TRU SON. Students are required to follow the TRU SON dress code and professional appearance standard as well as the agency policy in the area in which they are practicing. This standard is to be followed at all times that students are presenting to practice areas including researching clients prior to clinical experiences. If students, in the opinion of the faculty member, violate TRU SON standards or agency dress code/appearance policies they will be asked to leave the practice setting. There is flexibility and adaptability to this standard regarding cultural and/or religious considerations.

Clothing / Uniforms

- Each SON program has a uniform requirement for students in long term, acute care, simulation, and lab practice. Refer to your specific program guidelines.
- Uniform pants should be hemmed
- Uniforms must be clean and wrinkle free
- TRU SON photo identification must be clearly visible and is to be worn at all times.
- **NO** long-sleeved apparel (e.g., shirts, sweaters, lab coat, hoodies) is permitted when providing care
- Students are asked to change out of uniforms at the workplace prior to leaving
- Uniforms are not to be worn in public

.

When uniforms are not required, such as in community agencies, mental health practice, or when you are obtaining practice assignments from hospitals/agencies, clothing must be:

- Clean, pressed, and professional in presentation
- Casual business attire is acceptable
- No jeans, yoga pants, leggings/tights, low cut tops, halter tops, cut offs, or backless dresses
- Photo ID is required

Footwear

- As per WorkSafe BC Section 8.22 of the *OHS Regulation*: *"A worker's footwear must be of a design, construction, and material appropriate to the protection required*."
- Appropriate hosiery (stockings, tights, socks, etc.) and footwear must be worn
- Closed toes and closed heels with non-slip soles, impermeable material that can be disinfected is required. Shoes are to be carried to and from the hospital or agency

Hair

- Hair must be confined (kept off collar and face). Hair in ponytails or secured otherwise must ensure that the hair is off the collar and secured.
- Facial hair should be of a length that can be completely controlled/contained by a mask

Jewellery

- Wrist watches & rings (including wedding bands) are not permitted (implicated in the transfer of microorganisms
- Dangling or hooped jewelry (neckwear, earrings, bracelets, watches, rings or similar articles) **must NOT be worn** except for medical alert bracelets
- Facial piercings including ears are to be small studs only, with no bars, rings, plugs, etc.

Tattoos

- Some practice agencies may request that you cover a visible tattoo(s)

Fingernails

- Short, clean nails, no polish
- No acrylic or gel nails (implicated in the transfer of microorganisms)

Scents

- Perfumes, colognes, after-shave, and other strongly scented personal care products are not permitted in practice or on TRU campus Scents Sensitivities
- Third hand smoke is smoke that is trapped in hair and on clothes; third hand smoke is recognized as containing the same chemicals as second-hand smoke. It is important for students and faculty to recognize the potential dangers of third hand smoke and to reduce exposure to clients, particularly more vulnerable clients such as babies. This includes good hand washing and changing clothes to reduce exposure (as per The Canadian Lung Association).

Reference: AU0800 - DRESS CODE/PERSONAL APPEARANCE (interiorhealth.ca)

Student Identification during Nursing Practice Experiences

All nursing students and faculty are required to wear current TRU SON photo identification (ID) while attending any practice experience (e.g. hospitals, health care agencies, homes visits, community agencies, etc.). The photo ID is to be always visible on their person (above the waist) unless indicated otherwise by the practice setting.

The TRU SON photo ID cards will serve as security identification during SON authorized practice activities (client research prior to practicums, home visits, agency practice, etc.).

Agency security or relevant employees (e.g., nursing personnel) have the right to refuse TRU Nursing students access to the agency or client confidential documents if the student is not wearing the TRU SON Photo ID. TRU SON student identification is not to be worn or seen outside of practice. i.e. social media

Consent for Student Involvement in Care

Clients and/or their substitute decision makers have the right to refuse care provided by a student. Students must always introduce themselves as a student. During the first interaction with a client the student should inform the client of who they are, the level of the program to date, and how they are supervised.

For example, "**I'm Chris, a 2nd year nursing student at TRU, my instructor is Leigh, and Kerry is the nurse who is assigned to you. You can call on Leigh or Kerry at any time if you like. Both will be looking over my work throughout the day**." Please note that students are not required to use their last names however may do so at their discretion. Please see Practice Education Guidelines for BC – Consent for Student Involvement in Care

Clinical Practice Attendance

Clinical practice is a cornerstone of the TRU nursing programs. Clinical practice experiences will occur on varying days (including weekends), evenings, and times - depending on the sites to be used. TRUSON utilizes both local and out of town practice partners, and students should anticipate attending some experiences outside the Kamloops and Williams Lake regions. Clinical experiences and hours are intentionally integrated into the program to provide a robust and well-rounded foundation for professional practice. Student engagement in this supported environment provides the foundation of future safe and effective practice.

Attendance in nursing practice courses must be a priority for nursing students. The planned total numbers of hours in the nursing program are viewed as being the minimum number of hours required to achieve expected competencies. Students should know that some employers may ask for a record of time missed from nursing practice. Students are expected to attend, and be on time for, all scheduled practice, laboratory, and seminar learning experiences.

Students missing significant amounts of clinical time / hours (e.g., 10%) may meet with the program Chair and/or Year Leads at the discretion of the faculty member to discuss the supports the student may need to help them be successful. Significant missed clinical hours may impact the ability to meet course learning outcomes/practice competencies and thereby risk success in the course and may impact future placement opportunities.

Hours absent from Nursing Practice courses (including seminars) will be recorded and documented on the final Performance Summary. See TRU Student Attendance Policy ED 3-1 for additional information**.**

1. Students scheduled for a nursing practice experience who become ill and are unable to attend are expected to contact the appropriate agency and /or instructor at least one hour prior to the scheduled starting time. Specific instructions will be given by individual faculty member.

2. Missed time may factor into decisions about student progress in the program. All missed time will be critically analyzed on an individual student basis in terms of:
    a. The amount of time missed from the nursing practice, seminars, labs, simulation and classroom
    b. the reason(s) for missed time
    c. whether or not there is a pattern of missed time
    d. the student's level of performance.

3. Missed time in nursing practice, lab, simulation, and seminar is recorded on the student's performance summary.

4. Absenteeism may result in faculty recommending withdrawal from the program. Students may be required to submit a statement from a physician or other professional. Recommendations will be based on an evaluation of the student's individual circumstances, nursing practice performance and academic record.

Attendance at a Conference/Educational Event as Practice Time

A written request to attend conferences/ educational events must be submitted to a faculty member and Chairperson **prior** to committing to attending the conference/educational event (booking travel, paying for conference fees, etc.). The request needs to include learning objectives – how does this conference connect to learning in the student's current practice area and the relevance of the conference, workshop, etc., to nursing practice. The discussion with the faculty member regarding how to "count" time for practice hours needs to be included. Decisions about permission and practice hours will be made as a team, with faculty members, chairperson, and semester leads. Time may not be granted for all requests.

The practice faculty member will base his/her decision on consideration of the following:

- The student's current practice performance
- The potential for missed practice time to threaten the student's ability to successfully complete the practice course/rotation.
- The willingness of the student to share or present their learning from the conference with peers.
- The relationship between the conference and the student's professional activities (e.g., Nursing Undergraduate Society, Canadian Nursing Students' Association, BCCNM, NNPBC, BCNU)
- The number of previous requests and attendance at conferences or similar activities during the nursing program.
- The current year of the program or practice area the student is in.

Transportation and Liability

Travel is a necessary component of the nursing program, particularly in community practicum placements and will be expected for all students.

- Each student must take individual responsibility for decisions regarding his/her own safety when required to travel in inclement weather.
- Students must provide their own transportation to the agencies and client homes involved in nursing practice courses.
- Students may travel with their field guide unless prohibited by agency policy.
- Students are not permitted to drive agency vehicles.
- Students are not permitted to transport clients in their own cars.

For more information refer to the Practice Education Guidelines for BC: Vehicle Ride-Along/Use

Liability

Thompson Rivers University carries liability insurance which covers students engaged in required nursing practice under the supervision of a faculty member. This coverage **does not** include vehicles. If students use a car during practicum, any accidents must be handled under the student's insurance policy.

Students are not permitted to transport clients in their own cars. If a student were to be involved in an accident-causing injury to a passenger who was a client, the driver might be held liable, notwithstanding any insurance coverage which TRU might have.

TRU Student Accident Insurance covers accidental death and dismemberment (AD&D) and some other expenses for the student only; it does not replace medical insurance or vehicle insurance. Coverage is in effect while the student is on TRU property or participating in a TRU approved activity such as a practicum, or while travelling from TRU or a practicum office to another TRU/practicum site. Daily commuting between the student's home and TRU campus or practicum site is **NOT** covered.

Practice Guidelines, limits, and conditions

The following guidelines inform the student's practice through the program. The guidelines are in place to support the safety of students and clients. Nursing students are required to familiarize themselves with the necessary policies for each agency they are assigned to during their nursing practicum experiences. Nursing students are required to adhere to the guidelines and polices in this handbook. When policies of an agency and the school are different, the stricter of the two must be followed.

Provincial Practice Education Guidelines and Interior Health Authority Policies

The following provincial practice education guidelines are developed with input from health authorities, government, and post-secondary institutions. In addition, each health authority has policies that the student must abide by.

At TRU many of the student's practice sites are within the Interior Health Authority (IHA), as such the student should become familiar with practice policies and guidelines from IHA. The IHA Policy AU1100 Clinical & Practice Education (Student Placements) is available on the IHA Intranet site under the Policies and Procedures Section (search by title of policy).

The Provincial Practice Education Guidelines are available online at: BC Student Practice Education .The following sections guide our program requirements and students can review them from the BC Student Practice Education main site.

Pre-Placement

- Guiding Principles to the Placement Process

- Criminal Record Check
- Prevention, Screening and Monitoring of Communicable Diseases
- Respiratory Protection
- Orientation – On Site PSI Educators
- Orientation – Students

On Site – General

- Privacy & Confidentiality
- PSI Student & Educator Identification
- Intellectual Property
- Contractor/Vendor Practice Education Experiences
- Inducement/Remuneration/Reimbursement
- Vehicle Ride-Along/Use
- Labour Disruptions
- Student Practice Issues
- Supervision of Students

On Site – Safety

- Respectful Practice Education Experiences
- Safety/Event Reporting
- Injury and Exposure During Practice Education Experience

On Site – Direct Care

- Consent for Student Involvement in Care
- Student Practice, Limits, and Conditions
- Documentation by Students

Practice Requirements

Regulation, policies, and guidelines are intended to provide clarity for students in their role as learners in various agencies they are visiting / working during their educational experience. When abided by, they contribute to the safety of students and the people students work with/care for in the process of learning.

Students are responsible for abiding by the regulation, policies and guidelines from various bodies including: the professional regulator (BCCNM), TRU, the School of Nursing, and provincial bodies.

In addition, individual agencies will have policies and guidelines which the student must abide by. When a student is orienting themselves to a new practice area, they need to familiarize themselves with policies and guidelines of that area. When policies of an agency and the school are different, the stricter of the two must be followed.

It is the student's responsibility to complete the SON requirements and upload proof/ documentation/ certificates to the appropriate Moodle site. Specific guidelines will be given to students along with annual reminders.

Workplace Hazardous Material Information System (WHMIS)

All nursing students are required to obtain WHMIS certification, which they will complete prior to entering into semester 1 of the program.

Criminal Record Check

SON programs require a clear criminal record check (CRC) to participate in practice courses. As student progress into each year, you will be required to sign the TRU Statutory Declaration to declare that: you are a person of good character and that you have not been charged or convicted of any criminal offence since completion of your original criminal record check.

Basic Life Support Certification

A current Basic Life Support certification is required for all students upon entrance into the nursing program. Internet and/or online certification are **NOT** permitted.
It is the student's responsibility to maintain re-certification annually and to submit a copy of the certificate to the appropriate Moodle site prior to the expiration of the prior certificate. Students are not permitted into clinical practice if BLS has expired. If students cannot be in practice, they risk their ability to be successful in the course.

Respiratory Mask Fit Testing

All students are required to have **annual** respiratory mask fit testing completed prior to entering the practice area. This is a provincial mandate with the purpose to ensure all persons providing care to clients with known or suspected airborne pathogens have properly fitting masks and know how to use them correctly. Respiratory mask fit testing must be completed just prior to entering semester 1 then annually each year after.

It is the student's responsibility to maintain updated respiratory mask fit testing relevant to the regional healthcare practice site requirements every year and to submit a copy of the certificate to the appropriate Moodle site prior to the expiration of the prior certificate. Students cannot be in practice if their mask fit testing has expired. If students cannot be in practice, they risk not being successful in the course.

Nursing Student Practice Modules

The School of Nursing has compiled several learning modules for students to complete prior to entering practice. These learning modules are determined by the School of Nursing, by Interior Health (IH) and by the province and are updated yearly. Information can be found on the appropriate Moodle site Students complete these prior to the start of each academic year. Information about how to access the modules will be sent to students. Details of which modules to complete are also on the practice course outlines. Modules may include:

- Student Practice Education Core Orientation (SPECO)
- iLearn modules as necessary for specific practice placements
- Review of select SPECO modules throughout the program

Students are to follow the directions about where to submit proof of completion. These directions are on Moodle and on each practice course outline. Students who have not completed the required nursing student practice orientation modules cannot be in practice. If students cannot be in practice, they risk being successful in the course.

Provincial Violence Prevention Curriculum (PVPC)

The Provincial Violence Prevention Curriculum (PVPC) is an annual provincial mandated course for health care workers in practice. Its goal is to provide effective violence prevention (VP) education through knowledge and activities to prevent and protect against workplace violence. It is mandatory for all students in practice settings. This course is facilitated by TRU SON prior to student's clinical experiences as per individual program requirements and may be offered by TRU independently or through a third-party providers. Students must remain current during the course of their program; opportunities to renew PVPC will be communicated to students throughout the semesters.

Immunizations

All TRU nursing students and faculty members visiting health care service delivery sites are considered health care providers and should be protected against vaccine preventable diseases. They must follow provincial and practice agency immunizations guidelines. Such policies are based on the Communicable Diseases and Immunization Guidelines from the BC Centre for Disease Control and the Canadian Public Health Agency.

Mandatory as per BC Student Practice Education

- TB Skin test
- Complete the immunization form (on Moodle)

Strongly Recommended

- Annual vaccination against influenza
- Students follow the Health Authority guidelines for required immunizations.
- Proof of immunity status must be available, and the practice agency may request it from students and faculty at any time in preparation for or during a clinical placement.
- If students choose not to follow the required immunizations, then they may not be fit for practice at certain agencies.

Students are strongly encouraged to keep a copy of their immunization record with them in practice in the event they are asked for proof. In the event of a communicable disease outbreak, students and faculty members who cannot provide proof of vaccination to the agency may be denied access to the facility.

Students and faculty members who are not immunized are required to abide by the agency policy for non-immunized health care workers. In the event of a communicable disease outbreak the student may be required to take an antiviral medication. Arrangements for this antiviral medication are to be made on an individual basis between the student and their health care provider.

More information can be found at: Health Link BC

Blood-borne Communicable Diseases

TRU nursing students and faculty who have tested positive for a blood-borne communicable disease (i.e. Hepatitis B, C, D, HIV) are responsible to be aware of protective measures and for taking all measures necessary to protect themselves and others.
Students should be aware of the BCCNM practice standard Communicable Diseases: Preventing Nurse-to-client Transmission

Safety to Practice

Nursing students are responsible and accountable for abiding by the guidelines and polices of this handbook, the profession (BCCNM), and the health authority/institution visited for the purpose of educational practice. Agency policies, guidelines and regulations are available, often online, through the Health Authority/agency's website.

In practice, all nursing students are advised that it is their ethical and legal responsibility to obtain supervision from their assigned faculty member or designate when carrying out any nursing intervention for which they have not been previously supervised or in which they are not competent. All psychomotor skills must be supervised when performed for the first time in practice setting.

In any new practice setting and/or course, faculty members may require students to demonstrate skills previously performed. A student who at any time throughout the educational experience feels uncertain of his/her ability to practice skills effectively and safely must ask the TRU faculty member for supervision/guidance. If the faculty member is not available, the responsible RN is to be consulted and the situation reported to the TRU faculty member.
Unsafe practice can include things like frequent unusual occurrences / unusual incidents (i.e. medication errors, failure to follow policies and procedures, etc.), inadequate preparation for practice, being under the influence of substances, personal health situations that affect one's ability to practice safely. Students in nursing practice who are deemed to be unsafe in the practice area may:

- be asked to leave the practice area immediately
- be required to report to the SON Chairperson
- be required to withdraw from the Nursing Program before the end of the course
- receive a failing grade for the course

Sources: BCCNM Professional Standards, Practice Standards and RN Scope of Practice

Restricted and Non-Restricted activities, Limits and Conditions

Scope of practice refers to activities that registered nurses are educated and authorized to perform. Within the scope of registered nurse practice there are restricted and non-restricted activities as well as standards, limits and conditions set by BCCNM
BCCNM Scope of Practice for Registered Nurses

Restricted activities are clinical activities that present significant risk of harm to the public. As such they are reserved for specific health professions only. Designation of these activities to certain health professions and the presence of limits and conditions help to ensure public safety. Limits and conditions can apply to both restricted activities that require an order and to restricted activities that do not require an order.

In relation to restricted activities for registered nurses that **do not require an order**, students can only perform these if:

- they have some understanding of their intended action
- they have the guidance of their faculty member and / or preceptor and
- if the action falls within the school and agency policy
- For example: applying and maintaining restraints does not require an order but the student will have consulted their faculty member/preceptor, have some understanding of the implications of restraint use and confirm the agency policy about use of restraints.

In relation to restricted activities that **do require orders**, students may only perform these if:

- They have **completed** the required theory and psychomotor skill practice (i.e. Intramuscular Injections, blood administration, insertion of Foley catheter)
- They have the guidance of their faculty member and/or preceptor
- If the action falls within the school and agency policy
- For example: students can use preprinted insulin orders if they are made client specific by the health professional ordering them, if the order seems to be evidence based, if the order takes into consideration the individual client characteristics and wishes and if the client has given consent.

In the event that a skill opportunity arises that has not been taught TRU SON theory and psychomotor curriculum, but falls within the traditional scope of nursing practice in the student's clinical area, the skill may be performed if the following criteria are met:

- The skill is not taught later (or was missed by the student) in the TRU SON curriculum.
- The skill matches the student's educational level in concurrent risk management and psychomotor skills (i.e., if the skill requires medical asepsis, this principle has been taught already in relation to other skills).
- The student's clinical instructor or preceptor is competent, and comfortable with the skill, AND willing / able to mentor the student through the learning process.
- The skill does not require additional education/certification beyond regular RN competency/scope of practice development/is not a skill for which competency validations are required.
- The student and preceptor access credible sources upon which to base their skill performance principles.

Documentation

- Students are required to document their care according to the practice agency's documentation standards and BCCNM Practice Standards.
- Students are to use **only the** abbreviations approved by the agency they are working in
- For paper-based documentation student signatures will include their Given name (initial), Surname, SN/BSCN, TRU (for example: D. Smith, SN/BScN, TRU). In agencies that require a "Chart Signature Record", the student will 1) print their full given name and surname, 2) indicate SN/BScN and year of study (e.g. SN/BScN - Yr2), 3) provide a sample signature and sample initials, and 4) the date the form was completed.
- For electronic based documentation, students must use their own user ID and access code. For more information refer to the Practice Education Guidelines for BC https://hspcanada.net/docs/pegs/4-4%20Documentation%20by%20Students.pdf and the BCCNM Practice Standard for Documentation

Naloxone Administration

All School of Nursing students are permitted to administer STAT naloxone in community practice settings to clients with suspected opioid overdose. Students must have completed SON approved naloxone administration training and follow practice agency policies and guidelines to administer naloxone.

Of Note:

- This policy has been designed to address student practice in community settings and is therefore ***not applicable to the acute care setting.***
- SON approved training can be found at: http://www.naloxonetraining.com/training
- Training takes approximately 15-20 minutes to complete.
- Students in any year of the program wishing to obtain a personal THN kit can present their certificate of completion to the Wellness Centre or a participating pharmacy. These kits ***are not*** for use in the practice area.
- Students in practice settings are to administer naloxone provided by the practice agency ***only*** *and follow all agency policies and protocols.*

Faculty Member Responsibilities:

- Faculty are strongly encouraged to complete the SON approved training and to obtain a kit through a participating pharmacy or the Wellness Center

Be aware of all practice agency policies and protocols related to naloxone administration and communicate this to students

Library/Resources of Practice Agencies

Students must have the expressed permission of the agency in order to borrow resources and/or use photocopiers.

Health and Safety Policies

Fire Emergency

In the event of an emergency evacuation/fire alarm on the TRU campus, immediately evacuate the building by the nearest exit immediately and go to the building's emergency assembly area, More information is available at TRU Fire Emergency Procedures

TRU Respectful Workplace and Harassment Policy – ADM 06-0

At Thompson Rivers University (TRU) we believe that all employees and students have a right to work and study in an environment that asserts and supports their fundamental rights, personal worth, and human dignity. Under the B.C. Human Rights Act, every person has the right to freedom from harassment, and TRU acknowledges its responsibility in protecting this freedom. TRU will not tolerate harassment in any form and considers it to be a serious offence subject to a range of disciplinary measures.

If students, faculty, or staff believe they are being harassed, contact the TRU Harassment Advisor (250-371-5800 or local 5800).

More information is available at TRU Respectful Workplace and Harassment Prevention Policy

WorkSafe BC

Students enrolled in Nursing Practice courses are covered by WorkSafeBC in British Columbia under the *Worker's Compensation Act through the Ministry of Post Secondary Education and Future Skill*s

Students in practice at agencies located outside of BC are NOT covered by WorkSafeBC. However, each province has the *Worker's Compensation Act* that covers accidents to workers. TRU has a Student Accident Insurance Plan. Students are advised to make arrangements for additional insurance independently when they have a practicum outside of BC.

Injury or Incident during Practice or in the Simulation Based Learning Center

A **work-related injury, incident/disease** is one that arises out of and in the course of employment (including student in unpaid practicums) or is due to the nature of employment. For a disease, this means that the disease contracted must be caused by the work or the work environment to be covered by *WorkSafeBC.* This includes blood borne pathogen or body fluid exposure.

Any injury, incident, blood borne pathogen, or communicable disease exposure that results in a worker (practicum student or faculty) receiving medical attention or time-loss

from work must also be reported to TRU Risk and Safety Services (RSS) . The report of injury or incident **MUST** be reported within **2 business days**. At any time, feel free to contact WorkSafeBC, however, you must report to TRU as soon as possible to ensure there is no delay in compensation due to workplace injury.

Students not in practicum must report any incidents, injuries, or safety concerns to their instructor. Prompt reporting can ensure TRU can take action to prevent incidents.

Steps to Follow if Injured or Experience an Incident/Injury During Practicum:

1. **Prioritize the Injury and Get Help:**
    - Call security or first aid or 9-1-1 (ambulance, police, fire)
2. **Notify Your Supervisor/Instructor.**
3. **Report the Injury to TRU's Safety Department and Your School of Learning:**
    - Forms and instructions are provided below.
4. **Participate in the Investigation:**
    - Engage in discussions, learning outcomes, and/or action items with your supervisor/instructor.
5. **Faculty Responsibility:**
    - The faculty will inform the BScN Chairperson of the incident as soon as possible.
6. **Complete and Submit Forms:**
    - Ensure timely submission to the specified personnel. Copies of all forms (if available, i.e., not electronic) should be included in the student's file and forwarded to the BScN Chairperson.

A student who is injured on campus including in the Simulation Based Learning Center (Lab) is not covered under Worksafe BC's Student Practicum. See note below and flowchart for process for both situations below.

Forms to Fill Out if Injured in Practice:

7. **WorkSafe BC Form 6A or TRU Employee Report:**
    - This form is accessible through the TRU Safety Website or the TRUSafe App: TRU Employee / Practicum Student Report
    - If not completed through the TRU Safety Website or App, submit to TRU's Safety Department with assistance from the instructor if needed. a) Worker's Report of Injury or Occupational Disease to Employer (Form 6A) b) Incident Reporting and Investigation
8. **Determine need for site-specific Unusual Occurrence Documentation (e.g. PSLS)**
9. **SON Unusual Occurrence Report:**

- Practicum student and instructor to complete to discuss improvement opportunities and corrective actions moving forward.
- Copy to be sent to mailto:osem@tru.casafety@tru.ca

10. **The faculty will inform the BScN Chairperson of the incident as soon as possible.**
11. **Forms need to be completed and submitted** to specific personnel in a timely fashion. See below. Copies of all forms (if available i.e., not electronic) need to be included in the student's file and forwarded to the BScN Chairperson.

Forms to Fill Out if Injured Outside of Practicum Experiences:

12. **TRU Incident Report:**
    - This form is accessible through the TRU Safety Website or the TRUSafe App: *TRU Incident Report*
13. **SON Unusual Occurrence Report:**
    - Student and instructor to complete to discuss improvement opportunities and corrective actions moving forward.
14. **The faculty will inform the BScN Chairperson of the incident as soon as possible.**
15. **Forms need to be completed and submitted** to specific personnel in a timely fashion. See below. Copies of all forms (if available i.e., not electronic) need to be included in the student's file and forwarded to the BScN Chairperson.

Recommendations:

- To prevent double information entry, the SON Unusual Occurrence Report should reference Form 6A. Both forms should be kept in the student's file.
- Note that the Form 6A can be submitted to the practicum placement workplace (e.g., RIH) if requested.

Blood Body Fluid Exposures (BBFE)

***** A Blood Body Fluid Exposure must be evaluated in the Emergency Department without delay. If there is a high risk of being infected with a blood borne pathogen, treatment must be started within 2 HOURS of exposure*****

Definition: An employee or student/faculty with:

- A parenteral exposure (e.g., needle stick or cut) or mucous membrane exposure (e.g., splash to eye or mouth) to blood or other body fluids.
- A cutaneous exposure to blood or body fluids when the exposed skin is broken, cracked, abraded or afflicted with weeping or open dermatitis.

In the event of a BBFE students/faculty working in Interior Health facilities are to follow the following steps immediately. Students working outside of Interior Health must consult the agency policy and procedure for exposure to blood borne pathogens. The following guidelines reflect the Center for Disease Control and IH Workplace Health and Safety Policy and guidelines.

1. Seek assistance from fellow staff member if necessary.
2. Apply immediate first aid:
    a. Reduce contamination by washing the wound with soap and water or flushing blood from eyes, mouth, or nose with large amounts of clear water.
    b. If blood gets on the skin but there is no cut / puncture / abrasion, just wash thoroughly with soap and water. This is not considered an exposure and no report or follow-up is necessary.
3. Immediately report the incident to your faculty (or unit manager/preceptor if appropriate) . **Please note: To be most effective this therapy must be started within 2 hours of exposure.**
4. Report to Emergency. *You will need the source client's full name, patient's Personal Health Number (PHN) and birth date if available.*

    In the Emergency Department, the student may have bloodwork drawn and / or be counselled regarding post exposure prophylaxis / anti-retroviral therapy

5. The nurse in charge / case manager will:
    - Complete a source risk assessment (In IH, the form is available on InsideNet)
    - Obtain source consent for blood work (if source is known and / or available)
    - Document the source's consent for bloodwork / completion of bloodwork
    - Forward the risk assessment to the Emergency department where the student is reporting.

Sources: Practice Education Guidelines for BC: Injury and Exposure to Blood Body Fluids

Reporting/Recording Unusual Occurrences Involving Client Safety

Any student who is responsible for, witnesses, discovers an unusual occurrence involving client safety, including medication errors or unsafe practice on any unit, is required to complete an agency unusual occurrence form (sometimes called an incident report or patient safety learning event) as well as any required TRU forms. To ensure that learning happens, the student along with the nurse educators, are to:

- explore potential causes of error and its relevance to current educational practice
- explore strategies to prevent a reoccurrence of the error, if applicable

In the Event of an Unusual Occurrence / Incident in a Health Agency (Including Medication Errors)

The Student will:

- Ensure client safety and call for assistance as appropriate (Examples: assess vital signs/neuro signs, physical well-being, etc., assess for medication adverse reactions, assess client for any untoward outcomes as a result of the unusual occurrence) and follow agency policy for reporting and follow up of events.
- Notify the nurse educator and the responsible RN / LPN as soon as possible.
- Notify the physician responsible for the involved client.
- With the assistance of faculty complete the necessary agency forms:
    - In IH this is referred to as a 'Safety Event Report'. It is part of the provincial Patient Safety & Learning System (PSLS).
    - TRU School of Nursing Unusual Occurrence Report form. (See Appendix D). Include the PSLS report number
- Ensure that the appropriate agency personnel are aware of any follow-up.

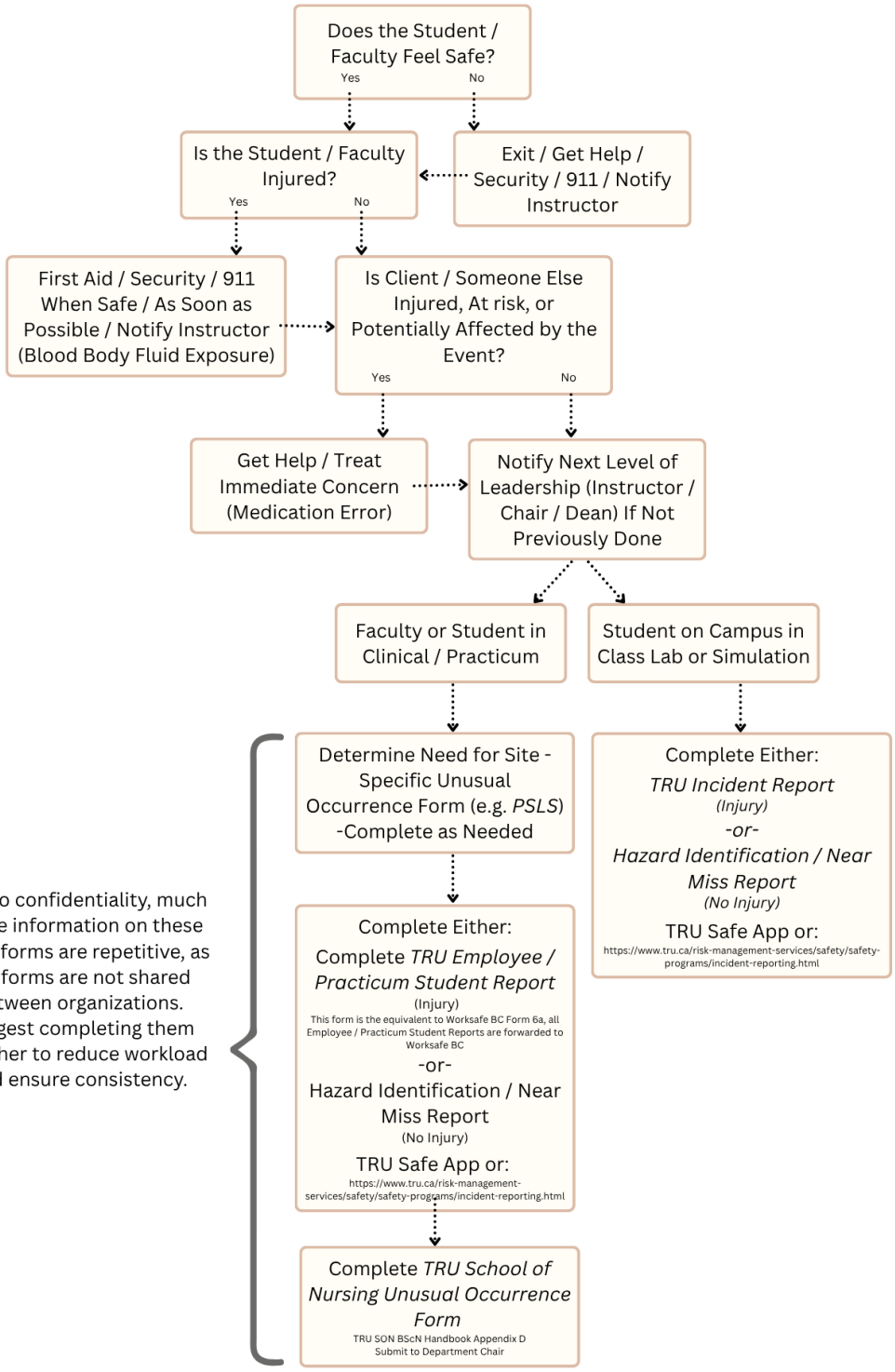
The Nurse Educator will:

- Assist the student to ensure client safety and to follow agency policy for reporting and follow up of events
- Support the student to notify the RN/ LPN / PCC / manager and/or physician, as necessary.
- If necessary, direct students to TRU counselling services
- Assist the student in filling out forms
    - In IH this is referred to as a 'Safety Event Report'. It is part of the provincial Patient Safety & Learning System (PSLS).
    - TRU School of Nursing Unusual Occurrence Report form. (See Appendix D. Include the PSLS report number
- Sign / witness the agency & SON forms indicating awareness of unusual occurrence. There is space in the PSLS reporting system for the faculty member's name
- Report any serious incidences / multiple medication errors to the Chairperson, Nursing.

Students who have personal safety concerns while in practice are encouraged to leave the situation immediately, and to follow up with their preceptor and nurse educator. If leaving the situation could leave a client at increased risk of harm, students should consider alternative supports for the client (i.e. additional caregivers, 911) AFTER they feel they are safe in the situation.

School of Nursing Unusual Event Recording

TRU SCHOOL OF NURSING
UNUSUAL EVENT RECORDING PROCESS



Due to confidentiality, much of the information on these three forms are repetitive, as the forms are not shared between organizations. Suggest completing them together to reduce workload and ensure consistency.

SON Student Activities and Organization

Nursing Undergraduate Society (NUS)

The NUS is an undergraduate nursing student society. The mission of the NUS is to enrich the lives of nursing students professionally, academically, and socially through a variety of activities. These may include educational events, social events and volunteer opportunities within the university and the broader community. The NUS executive and class representatives demonstrate leadership and commitment to the organization of activities for the benefit of all nursing students.

The purpose of the NUS is to:

1. Provide a means for effective participation and implementation of nursing student affairs at TRU
2. Provide an official and responsible student organization with the purpose of participating in decisions affecting nursing students at TRU
3. Encourage interaction and communication amongst the various semesters
4. Promote educational and social activities of the nursing student body

The executives of this society are called the Student Board. This Student Board consists of a president, vice-president, treasurer, secretary, representatives from each of the eight semesters, and a representative faculty member. Please see: Nursing Undergraduate Society: Thompson Rivers University (tru.ca)

Canadian Nursing Student Association

The Canadian Nursing Students Association (CNSA) is the national bilingual voice of Canadian nursing students and is an affiliate member of the Canadian Nurses Association (CNA). CNSA members are actively dedicated to the positive promotion of nursing and as a member you have an opportunity to interact with other nursing students on educational, professional, and social levels. All BScN students at TRU SON are members of the CNSA.

Graduate Students Campus Commons

The campus community of graduate students is a way to engage with your peers whether you are on campus or online. Take some time to explore the opportunities that are found on the campus community, graduate students site:

https://www.tru.ca/research/graduate-studies/campus-community.html

School of Nursing Committees

The School of Nursing Committees are the working groups focused on several areas within the SON such as curriculum, Indigenous health nursing, program evaluation, nursing faculty council, and program advisory. Students are welcome to become a

contributing member of a TRU SON Committees. Students will be notified of vacancies on SON Committees in September and as positions become available.

While most SON committees have opportunities for student membership, committees of note where student involvement is sought and encouraged include:

Curriculum Committee

This is the first-place program/curriculum issues may be considered. It is advisable that students write letters to the committee or request time with the committee to make presentations on issues relevant to curriculum.

Indigenous Health Nursing Committee

The Indigenous Health Nursing Committee is to ensure strategic discussions and ongoing dialogue, share information, and make recommendations to Faculty Council for: the recognition and implementation of the United Nations Declaration on the Rights of Indigenous Peoples ([UNDRIP]United Nations, 2011), the recommendations from the Truth and Reconciliation Commission (TRC, 2015) related to health; the In Plain Sight Report (2020); Ownership, Control, Access and Possession (OCAP) Principles (1998) of First Nations cultural knowledge, data and information; and BCCNM Cultural Safety and Humility practice standards (2022); promoting culturally safe and responsive nursing education for students and communities; strengthen and honour relationships with Indigenous communities served by Thompson Rivers University; and, to advance decolonization of nursing curriculum, pedagogies, research and practice.

Program Evaluation Committee

The mandate of this committee is to collect information about the BScN program at various points in the program from a variety of sources. This includes students, employers, preceptors, clients, and graduates. This data is analyzed and used to inform changes to the curriculum, ensure evidence-based best practices inform the curriculum and it is used to guide us in achieving the standards for program recognition by BCCNM and for accreditation from the Canadian Association of Schools of Nursing. BCCNM Program Recognition is required. CASN Accreditation is a voluntary process.

Nursing Faculty Council Committee

Faculty Council is the governance body for the TRU School of Nursing. The purpose of Faculty Council is to provide a forum for school wide dissemination of information, discussion, and academic decision-making related to the governance and management of the SON and its activities. The Council is governed by TRU policies. Student representatives, two per academic year, are voting members of the Council. **Student representatives are selected through TRUSU each year. TRUSU will send out information about the opportunity and contact details for questions.**

Masters of Nursing Graduate Committee

The Graduate Programs Committee (GPC) is a standing committee of the School of Nursing Faculty Council that provides a forum to discuss issues, share information and make recommendations for policy decisions related to graduate programs offered by the School of Nursing. The mandate and responsibilities are outlined in the Graduate Studies Governance Structure (GSC) Mandate

Program Advisory Committee

This committee is made up of stakeholders (employers, nurses, and students) and serves to provide the SON with information about societal and health trends that shape the offering of the TRU Nursing Program. There is one student representative that is appointed by the President.

School of Nursing Research

Nursing students have exciting opportunities to conduct research, be a research assistant or associate under the supervision of nursing faculty while they complete their undergraduate or graduate degree. Engaging in research and teaching assistant opportunities can transform your educational and professional journey.

Student Assistants-Research & Teaching

Both graduate and undergraduate students may be hired as research assistants. Student research assistants are hired as employees of TRU. Faculty, if you wish to hire a research assistant please reach out to the Academic and Administrative Assistant in the SON and see the Finance Procedure Manual on this topic for details:

https://www.tru.ca/finance/pro-manual/research-index/research-hirasst.html

And the following website on steps to hire a student as an assistant:

https://www.tru.ca/research/research-services/research-services-faculty/studet-research-assistants.html

When a research or teaching assistant job becomes available, students receive an email call out request for interested applicants originating from the SON Academic and Administrative Coordinator.

Undergraduate Research Opportunities and Scholarships

The undergraduate research opportunities at TRU allow you to get involved even if you have no research experience:

https://www.tru.ca/research/undergraduate-research/undergraduate-research-opportunities.html

The Undergraduate Experience Award Program (UREAP) is a $6,000 dollar Scholarship that can help you conduct your first research under the supervision of a SON faculty member. For more information on application deadlines look at the website:

https://www.tru.ca/research/undergraduate-research/undergraduate-research-opportunities/ureap-award.html

Graduate Research Opportunities, Scholarships and Resources

The graduate research opportunities are TRU support the application of research knowledge you are learning in your nursing program and be mentored by a faculty member when you are a research assistant or associate.

It is important to understand that your graduate education journey is supported by your supervisor and many other resources such as the ones found on the TRU Current Graduate Student site:

https://www.tru.ca/research/graduate-studies/resources-for-graduate-students.html

There are several opportunities to apply for awards and funding as a graduate student that can be found on the awards and funding for graduate students' site:

Awards and Funding, Graduate Studies | Thompson Rivers University

School of Nursing Student Research Ethics

(Revised June 2025)

Nursing student researcher are responsible to adhere to ethical research standards as per the Tri-Council Policy Statement 2 (TCPS-2): Ethical Conduct for Research Involving Humans. The TRU Research Ethics Board (REB) is responsible for the review, provision of feedback and the approval of research proposals that are submitted through the TRU ROMEO platform. The UBC RiSE platform is used to assist researchers with ethics applications involving more than one university, and/or health authority, Indigenous Ethics Boards, and community partners. This means one ethics application is submitted to obtain ethics approval from multiple ethics boards at once.

Research Ethics Requirements

Nursing students may be interested or invited to be involved in a research project related to a particular course that the student is not currently enrolled. This may involve collecting information from other students, faculty member, or practice professionals that is unrelated to courses to help make evidence-informed decisions about policy or practice. Data collection that involves humans, such as distributing surveys or questionnaires, or organizing focus groups or other data collection activities must meet the TCPS-2 for ethics approval or exemption. If in doubt about the need for ethics approval, consult the TRU REB Chair or TRU Ethics and Compliance Officer in the Research and Graduate Studies Office (see Appendix A for additional information). When ethics approval is required, data collection **must not proceed** prior to approval.

TCPS-2 Tutorial Certification

All students considering research activities involving humans must complete the TCPS-2 Tutorial prior to submitting an ethics application. This online tutorial course can be accessed through the following website: https://tcps2core.ca/welcome

Students are to ensure that the certificate of completion of the TCPS-2 tutorial is added to their Student File in the SON office.

Reporting and Documenting Evidence of TCPS-2 Compliance

Documents providing evidence of compliance with the TCPS-2 and, when applicable, with the TRU-REB, must be available on request with the appropriate certification number on required research methodology (data collection procedures, access, storage and methods of removing participant data and disposal of data after seven years), and appended documents such as research information letters, consent to participate in a study, and research proposal using ethically sound processes such as:

Information Letter

This letter is to inform participants of the title of the study, purpose, methodology, data collection procedures and processes, access and storage of data, and removal of participant information should they wish to discontinue their participation in the study. Anonymity and confidentiality of participant data must be explained. Include an explanation of the rationale if anonymity cannot be guaranteed. Consent must be explicitly explained to ensure the individuals are making an informed decision free of any coercion or negative implications. If participants are a student in a course, they should be informed that if they decide not to participate there will not be any negative impacts on their grade or standing in the nursing program.

Data

Ownership, Control, Access and Possession (OCAP) Principles (1998) of First Nations cultural knowledge, data and information are expected to be honoured and upheld. Full-time faculty members are expected to retain the data and confidential information for each research activity in a secure place in the SON. Sessional and part-time faculty member must give the data and confidential information to the senior full-time faculty member in the course or, in the absence of a full-time faculty member, to the Chairperson to ensure the data is secured and permissions for access upheld. Data and confidential information are to be kept for seven years from the end of the semester in which this research was conducted, and then confidentially destroyed by the data steward.

Consent

Consent forms must follow the TCPS-2 requirements and must be securely stored for seven years by the primary investigator (faculty supervisor). If, however, research is conducted under the auspices of another agency such as Interior Health, First Nations or community agency partner, a data sharing plan agreement and consents must be described in the original application to the TRU REB for ethics approval or in an

amendment to the original reviewers of the ethics application and approval (TRU REB or UBC RiSE). It is important for researchers to note any potential for secondary use of research data in the original research consent. Provide contact information for counselling services in the event of emotion triggers (if applicable). The contact information of the supervising faculty member; research ethics approval number, Dean's name and REB contact information (if applicable) should also be included.

Course Research Projects

Faculty members conducting research projects as a part of a course they are teaching are required to obtain ethics approval by submitting a Special Course Application form through ROMEO prior to conducting research. An annual report of student research conducted within the course mutual be completed and submitted on Romeo to the TRU REB.

Cultural Safety and Humility, Research Ethics and Ethical Practices

Past research practices involving Indigenous people have not always been addressed from a place of respectful relationships and as such promoted distrust between researchers and Indigenous Peoples (TCPS-2, 2022). Increasingly First Nations, Inuit, and Métis engage in research as members of communities, or as academics. The TCPS-2 offers several principles to guide researcher considerations when engaging in authentic partnerships with Indigenous peoples for the purposes of Indigenous identified knowledge development and translation. Foundational protocols of engagement concerning Indigenous Peoples such as respect for persons, concern for welfare, and justice ensure that the researcher follows protocols and ethical practices. Engagement, collaboration, and building of reciprocal relationships that foster trust and understanding are key qualities in developing research relationships that abide by Indigenous knowledge development and dissemination principles (TCPS-2). Module 9 of the TCPS-2 provides several guidelines to facilitate research conversations with Indigenous communities. Student researchers engaging in research with Indigenous Peoples are expected to review this chapter and have it reflected in research proposals and their research practices.

Course Ethics Approval Process for Student Research Activity

A faculty member will apply to the TRU REB for course ethics approval for students to engage in research that is likely to involve humans Electronic applications are available in the TRUROMEO research ethics platform at https://www.tru.ca/research/research-services/romeo.html.Course ethics approval is valid for one year, if however, the project goes beyond one year then a subsequent extension approval must be requested. When course ethics approval is gained, faculty member members are responsible for ensuring that the students adhere to the TCPS-2. The TRU REB and/or UBC RiSE must be informed of any changes to the course ethics application (e.g. names of faculty member teaching the course) by completing an amendment through the appropriate research ethics platform.

Students involved in a research project as part of course work must complete and submit the appropriate ethics application ***with the assistance of their faculty/course teacher.*** Together the student and faculty member will then submit the research ethics application.. Students should seek direction from their faculty advisor and the Research and Graduate Studies website (see http://www.tru.ca/research.html).

Students must also complete:

- A SON "Agency/Institutional Ethics Review Policies/Procedures and Student Projects Involving Humans" form is required if research is being conducted with an external agency/institution beyond TRU (see Appendix B).

Before students begin data collection, it is the responsibility of the faculty member teaching the course to ensure the students' research activities:

- Are minimal risk;
  If the faculty member is unsure about the level of risk, he/she should consult via email the TRU Research Ethics Board (REB)Chair so the communication and any recommendations will be documented. If the activities are deemed likely to be more than minimal risk, e.g., if they involve vulnerable populations, students will be required to apply to the TRU REB for a full ethics review and approval.
- Ensure the research information letter, data, consent and research methods to participate follows TCPS-2 standards using the guidelines above.
- Information Letter
  Consent

Research Methods:Use appropriate methodologies that are ethically sound.

TRU SON Expectations and Guidelines Relating to APA Style for Student Scholarly Papers

TRU School of Nursing requires the use of the American Psychological Association (APA) style for written assignments. Students are to refer to the Publication Manual of the American Psychological Association (APA) for information regarding how to organize a scholarly paper, express ideas, reduce bias in writing, use correct grammar and punctuation, how to cite in text references in a a paper, and how to create a reference list.

The information here identifies TRU SON acceptable modifications to **7th edition** of the APA Manual. Students should refer to each course assignment and marking rubric for specific APA requirements. APA information is available through a textbook and many free on line abbreviated resources including some from the TRU library, including APA 7th in a Nutshell the sample APA paper .

TRU Writing Centre

In addition, the TRU writing centre is an excellent resource for students to refine their writing skills, and learn more about applying APA style to their papers:

https://www.tru.ca/current/academic-supports/writing-centre.html

Appendix A: School of Nursing Student Research Ethics

Agency/Institutional Ethics Review Policies/Procedures and Student Projects Involving Humans, Vulnerable populations, First Nations, Inuit, and Metis Peoples of Canada

(Revised June 2025)

Agency/Institutional Ethics Review Policies/Procedures and Student Projects Involving Humans

(revised June 2025)

On behalf of the Thompson Rivers University School of Nursing, thank you for guiding and providing direction to our student(s) for the purpose of a research project. TRU Research Ethics Board (REB) has approved the research project entitled _____approval number _____, (date)_____ and finishing on _____(date). Before Nursing Students can engage in any primary investigations beyond the daily normal practice of nursing that requires their regular engagement with clients (including access to client records) they must obtain written permission from the agency to conduct a research project in addition to a REB Ethics approval. Please review this form, and sign and return it to the nursing student.

I am aware that the following student(s):

_____

is/are under my guidance/direction while engaged in a project titled:

_____

during the following time period (start date and finish date)

_____.

This project requires direct participant investigation through the following questionnaires, interviews, focus groups, review of confidential agency records, etc.):

I assume responsibility for seeking advice as to agency ethics review policies in relation to human participants and will advise students in writing of any criteria they must meet before engaging in the investigation.

Name_____Position_____

Agency_____

Date_____

Please connect with the faculty member supervising the student as a first point of contact if you have any questions or concerns. You may also contact the TRU REB at 250 828 5120, research@tru.ca or the Dean of the School of Nursing, Dean-nursing@tru.ca

Appendix B: Learning Contracts - Guidelines for Implementation

Written evaluations, in the form of practice appraisals, are the primary method of recording a student's progression towards professional practice. However, from time to time, learning contracts are considered necessary by a faculty member to clearly communicate competencies of concern and clearly identify strategies to achieve quality indicators indicative of practice expectations for the course. The learning contract is one method designed to focus student and faculty member attention on practice competencies of concern and specific strategies to promote student achievement of the competencies.

Process Guidelines

1. At the discretion of the faculty member, upon assessing student progress in practice, a learning contract **may** be initiated. The following are examples of reasons faculty may initiate a learning contract:
    a. a high-risk or several low-risk incident(s) indicative of student performance that places clients at actual or potential risk;
    b. a recurring pattern of unacceptable practice identified in previous practice appraisals;
    c. below minimum student practice performance, or inconsistent performance, in one or several domains;
    d. unprofessional behavior or actions that create either an unsafe or unsupportive learning environment.

2. Learning contracts may be initiated by the faculty member during a practice rotation or at the end of a practice rotation.

3. The faculty member will consult with the Chairperson prior to initiating a learning contract.

4. In writing the contract, the faculty member will identify the practice domains, competency(ies) and associated quality indicator(s) of concern from the course Practice Appraisal Forms (PAF's). It is advisable to list the BCCNM Practice Standards for Registered Nurses or CNA Code of Ethics involved as appropriate.

5. Students have the right to invite a support person to be present during any formal practice appraisal sessions (end of practice appraisal interview, meetings to discuss learning contract) between students and the faculty member. Students are required to inform the faculty in advance of the meeting when the support person will be present.

6. Faculty members should make every effort to inform a student of the decision to initiate a learning contract prior to meeting to discuss learning contract competencies and strategies.

7. The faculty member and student develop strategies, in writing, intended to assist the student to become successful in practice during the allotted time frame.

8. The faculty member, in consultation with the Chairperson, determines a timeframe in which the student ought to demonstrate competent practice.

9. The learning contract is signed and dated by both the student and faculty member and then placed in the student file. The student's signature on the learning contract indicates that the student is aware of the concerns. The student has an opportunity to provide written feedback regarding the contract, if desired.

10. A copy of the learning contract is given to the student and the Chairperson.

11. In rare circumstances a learning contract may be carried over into the next semester at the discretion of the Chair. The chair will notify the next semester faculty member.

12. If the learning contract is in place and the student is, or will be, with a nurse preceptor, the student along with the faculty member will discuss with the preceptor the specific learning contract strategies to promote student success.

13. Students may appeal for a grade through the office of Student Affairs. Student Academic Appeals Policy ED 4-0

Appendix C: TRU School of Nursing Unusual Occurrence Report

This form must be completed by both the student and faculty member.

Instructions:
1.Include the following information:

- Describe the nature of the incident (e.g., med error; physical, psychological or stress induced injury, safety concerns for yourself or client; physical, verbal, bullying, harassment, discrimination, or sexual assault).

- Describe the circumstances surrounding the events as noted on the hospital or agency unusual occurrence form. Include factors identified as being possible causes for the error/incident, i.e., mitigating circumstances. If this is a harassment, bullying or discrimination please refer to: https://www.tru.ca/__shared/assets/BRD_17-0_RESPECTFUL_WORKPLACE_AND_HARASSMENT_PREVENTION47390.pdf

- Faculty member's comments (e.g., student's attitude, anxiety level, acceptance of responsibility and access of resources: reporting, counselling etc.).

- Has the student been involved in previous unusual occurrences? If so, were the factors that contributed to the incident similar? Please describe.

- Suggested follow up action (e.g., counselling, further education, referral to TRU health services).

- Student's comments.

2. Copies of this form will be given to the student, one placed in the student's file, and if necessary, a copy forwarded to OH&S at TRU.

TRU School of Nursing Unusual Occurrence Report

Date of Incident:

Location:

Incident:

Circumstances related to the incident:

Student comments:

Faculty comments:

Suggested Follow Up Action:

Student's signature: _____ Date:

Faculty Member's signature: _____ Date: